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ENG 1099G-099: Stories Matter Health and Medicine Honors

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ENG 1009G-001 (95564) & ENG 1099G- 099 (95566) * “Stories Matter: Health & Medicine”
FALL2020 * 3 CREDIT HOURS
Course Meeting Time: T/Th 9:30-10:45am



Instructor: Dr. Dagni Bredesen (she/her)
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Office Hours: M/W 2:30-4pm
or by appointment

Course Description: This course investigates the relationships between literature, health, and medicine. These fields of study--methods of examining health and medicine on the one hand, and approaches to literary and visual texts on the other--can complement and enhance each other when considered in an interdisciplinary way. In this course, we will discover how, and why such approaches are beneficial. Specifically, we will look at representations and self-presentations of doctors, nurses and other medical workers as the field of medicine was in the process of becoming professionalized in the 19th century. We will then move into 20th and 21st century representations in an array of literary and visual materials.

Learning objectives: In this course, we will aim (1) to acquire techniques of reading gleaned from literary texts that can be applied to the worlds of health and medicine. Or, in other words, we will expand our understanding of the various approaches across disciplines that can be used in addressing issues in health and medicine; (2) to consider what increasing our knowledge of health and medicine can teach us about our academic and life work; (3) to develop skills in critical thinking, creativity, research, and written presentation.

Readings Part 1: Your success in this course largely depends on grappling with and responding to weekly readings. Please inform me promptly if you are unable to access the readings for any module:

Available from Textbook Rental

- *Frankenstein* by Mary Shelley
- *Cassandra* by Florence Nightingale
- *Graphic Medicine Manifesto* by MK Czerwiec, et al.
- *The Wonderful Adventures of Mary Seacole in Many Lands* (will be made available online through the Central Online Victorian Educator (COVE) site. Information to follow)
- Other class handouts or online reading will be distributed in class and/or made available online

Other valuable objects and/or abstract qualities:

Even though this course will be reliant on technology—our laptops, desktops, notebooks, even phones to get through this semester—we will also be needing old technologies for writing down notes and ideas—paper, pen, pencils, post-its and highlighters and, as important as the materials just mentioned, are the qualities of resilience, a sense of humor and/or curiosity.

The Fine Print.

This online course (<https://online.eiu.edu/d2l/home/180444>) is delivered through the learning management system D2L Brightspace. Please consult the Technology Requirement and Technology Support below. You are responsible for having a backup plan if your primary computer crashes and/or internet service fails. And yet, as I note elsewhere, I am human. Let me know if you experience a problem which you think I can help surmount. Students can view results and feedback on graded assignments in the D2L gradebook.

Technology Requirements. You will need to have a laptop or desktop running with a fairly recent operating system, an internet connection of a decent speed, and earbuds with a microphone (recommended). Mobile devices can be used but are not recommended. In terms of software, you will need an up-to-date antivirus installed and running, a pdf reader, and the suite of Microsoft products. As an EIU student you already have most of the software freely available. Software Downloads for Students found at <https://www.eiu.edu/panthertech/software.php> includes SafeConnect-compatible Antivirus options (SafeConnect is needed if you are using your laptop on campus, etc.). Download instructions for Microsoft Office 365 ProPlus (MS Word, Excel, PowerPoint, OneNote), can be found at <https://www.eiu.edu/panthertech/swdownloads/o365.php>, or an online version of all these apps can be found after logging into Panthermail. A free pdf reader is available at <https://get.adobe.com/reader>.

Optional. I recommend a printer, a citation management system like Zotero (free), a phone scanner such as CamScanner (free), and the Microsoft Learning Tools download <https://www.onenote.com/learningtools> that works with OneNote because, among other things, it has an awesome OCR (Optical Character Recognition--in other words you begin with a photo and end with text, also free). Historian R.H. Tawney supposedly said, “What the historian needs is a stout pair of boots.” Quoted everywhere it is, alas, apocryphal. But, for me, the modern scholar should add Zotero, a phone/mobile camera and scanner, and OCR to the boots. (Boots also optional for this course.)

ASSIGNMENTS & EVALUATION:

Class participation 15%: (which will include responding to discussion posts in D2L, a mini-research assignment and various exercises (like the oppositional analysis worksheet) that will have assigned D2L Dropboxes). Please note: students in this course form a learning community and you can’t participate if you aren’t present. Even in this time of pandemic, I will be tracking attendance when we meet face to face or synchronously online, and expect students to show up by participating in the discussion topics posted in D2L, completing reading quizzes, and being a good citizen in different team or group projects. If you do not show up in person or online for several class periods, I will send out an “Early Alert” notifying those who oversee student success on campus of your absences. Please see Netiquette and Class Covenant statement below for participation guidelines.

Summary & Significance 5%: Pairs of students will read the assigned materials in advance. Working together, each pair will 1) summarize the reading (what happens or what is covered in the assigned text); 2) identify what they found to be most significant. 3) post their summary & significance findings in the designated discussion board **BY THE CLASS PERIOD PRIOR TO THE DATE OF THE ASSIGNED READINGS** and 4) respond to their classmates’ comments in the discussion thread. *This grade is separate from your participation in class discussion topics.*

Close-reading essay on Mary Shelley's *Frankenstein* 5%: *To receive full credit, you must meet the length requirement, follow instructions, and complete the assignment with all due seriousness and on time.*

Historically-Informed paper 10%: *To receive full credit, you must meet the length requirement, follow instructions, and complete the assignment with all due seriousness and on time.*

Annotation Group Assignment 15%: 5 groups of approximately 4 people, responsible for 3 chapters of Mary Seacole's memoir. You will provide explanatory annotations for anything you don't know, maps, images if desired; you may also include reflective comments that considers the relationship of Seacole's experiences with the times in which we are now living. You will divvy up the labor (more on that later) and there will be an individual and group grade for this assignment.

Reading Quizzes 10%: I will give you quizzes throughout the semester to track your reading, and your retention of important facts and content. If your reading practice is such that you often forget the things you read days or even hours after you read them, then I suggest two things: 1) change your reading practice, and 2) complete your readings at least twice--once for basic comprehension, and twice for retention of the main ideas and facts. If I had a magic elixir to give you that would help you remember everything you read, I would give it to you. We will, however, discuss in class some of the ways you can improve how you read.

Midterm and Final 25% (a review sheet will be provided a week prior to each exam).

Big Project (*Proposal Due: Oct 19, 2020. Presentation Due: Dec 3, 2020; Completed Project Due December 10th, 2020*) 15%: (honors students will have added components.) Because students taking this class are from different disciplines I want you to be able to craft your big project in a way that chimes with your major or a strong avocational interest. While there must be a writing component, the writing will be tailored to the kind of project you design and produce in consultation with me.

Sparks that may inspire. This project could be visual—a series of paintings or a graphic narrative--, a piece of creative writing (a story or creative non-fiction), a musical composition “Pandemic Fugue” or a song cycle for example, or a new invention, an ad campaign promoting mask-wearing or a quarantine survival kit/guide...whatever you decide to make it needs to be responsive to the class topic of “Stories Matter: Health and Medicine.” You will need to propose your project by week 9, October 20th. You may turn a draft in during weeks 10, 11, or 12 if you want feedback before the project is due. More information to follow. **Final project and writing component deadline: Thursday, December 10, 2020.**

HONORS STUDENTS: If you are registered for ENG 1099G-099, you, as an honors student, are required to write a sustained research paper on a topic you will arrange with me during the course of the semester. Part of the assessment for this paper will include a project proposal, and a brief presentation of your work (venue to be determined). In terms of course grading, your Big project will be weighted more heavily and your exam grades less heavily i.e. Big project 25%, Exams 15%). Twice during the semester I will meet synchronously with honors students.

Grading scale:

A = 90-100 B = 80-89.9 C = 70-79.9 D = 60-69.9 F = 0-59.9

In this class, I want us to think of learning as a community enterprise. The time we spend together is our opportunity to exchange ideas and create a community. I expect a high level of commitment in class whatever platform we use.

Success in learning is more about one's attitudes than one's skills. To succeed in this course, your biggest asset will be the desire to succeed. Meeting all deadlines, working hard, and having a positive attitude

when facing challenges are key drivers for successful learning. If something feels “boring” or “too hard,” I encourage you to embrace that feeling, and recognize it as a spur to better yourself. Always focus on finding something you want to say, something that the world needs to hear.

Deadlines: All of the papers have deadlines. With each paper, I will hand out our class’s assignments and deadlines for a particular section so that I can respond better to the class’s needs and interests.

Reading Part 2: I would also like to comment on how to read. Yes, we all know how to read, but how to read well is a different beast. I encourage you to read everything with as few distractions possible and twice if necessary to retain what you are reading. Also, when you are not using textbooks from TRS, mark in the text while you read, underlining what seems like important sentences and noting where you have questions. Sometimes students feel that this sort of marking is disrespectful to the text, but it is common practice in college and aids you in comprehension.

Granted, if you are using a rental book, you can’t mark in them. But you can still use post-it notes to highlight key points. And you can take notes in a separate notebook. It is also a good idea to come prepared with a comment or question regarding each of our readings so that you are fully engaged in the class discussion.

Consequences for not completing assignments: Missing assignments worth 10% or less will lower your grade. Failing to complete an assignment or exam worth 15% or more will result in an NC (No Credit) in the course and having to take it again in a future semester.

Netiquette: Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don’t use all capital letters when composing your responses as this is considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Learner interaction: For this class, I have adopted Dr. Koritha Mitchell’s “Class Covenant.” Please read carefully.

To ensure that our time together is enriching, students will abide by the terms of this agreement. Anyone in our intellectual community can suggest an addition; the group will decide to accept, reject, or revise it.

- The majority of our thinking about the literature will be done outside of class. An hour and twenty minutes is not enough time to appreciate the richness of this material. Remaining enrolled in this course means that you are ready to devote the time, effort, and energy to reading *and thinking about* this literature that it deserves.
- In this course, we are studying literature. Although we are committed to considering these texts within their historical contexts, we must remain aware that they are creative works and are therefore CRAFTED. We will look at not only the message but also the craft—the artistic elements—that shape the delivery of that message.
- This class will be free of hate speech regarding sexual orientation, gender expression, race, and socio-economic status or background. Inflammatory remarks will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it.
- The N-word won't be used in this class by a person of any race, even if it consistently appears in our texts. The same goes for the "F" word, regardless of a person's (perceived) sexual orientation or gender expression. And, this is simply not a space in which we call people "trash."
- Profanity will not be common currency in this class.

Email Etiquette: I welcome emails if you have questions or concerns about your work in this class. Emailing provides you with an opportunity to show yourself off in the best light, and I want to help you do just that. Developing a professional manner in your emails will help you with other professors and also give you practice in effective communication.

Here are some ideas for writing effective messages through email:

- Use the subject line. Leaving it blank is almost unpardonable!
- The subject should be clear, such "Absent This Friday" or "Question about Revision" or "Availability for a Meeting?" If your subject is "Hello," your professor might think that your email is spam.
- Use an address, such as "Dr. Bredesen" or "Dear Dr. Bredesen" At the university level, it's safest to use "Dr." or "Prof." Instructors who do not have doctorates and want you to write "Mr." or "Ms." will let you know. Better to err on the "up side."
- Be concise yet clear in your question or request.
- Use paragraph breaks for reading ease and strong organization.
- Proofread.
- Refrain from using abbreviations or "txtng-prose."
- Close with a short statement followed by a comma and your name, such as "Thanks for your time," or "Sincerely," or "Have a good weekend".

Following these guidelines should help you make good impressions on your current and future professors.

Instructor response time: I routinely check for course postings or emails, Monday 9am – Friday noon, and sometimes on the weekend. You can anticipate a 24-48 hour response from me Monday through Thursday. I will try to respond to any weekend (Friday afternoon to Sunday) emails and postings by noon on Monday or earlier. Remember: I am human. If you cannot find a Discussion topic or my comments on your post, I may have forgotten to release it. Send me a D2L email. It is ok to ask.

UNIVERSITY POLICIES

Academic integrity: Cheating on essays, plagiarism on any course assignment, and other instances of academic dishonesty diminish our community of learners. Avoid plagiarism (definition: passing off the ideas or words of another's as your own; using another's work without crediting the source; and stealing by presenting as your own an idea, phrase, or concept that was taken from an existing source). For more help on understanding plagiarism, see <http://plagiarism.org> and <https://www.eiu.edu/judicial/studentconductcode.php>. Any instance of plagiarism will result in failure on the assignment and/or the course and referral to the Office of Student Standards.

Accessibility and Disability Services. EIU is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS, <https://www.eiu.edu/disability/>). All accommodations must be approved through OSDS. Call 217-581-6583 to make an appointment.

The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Using the Writing Center I encourage you to use our wonderful Writing Center. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers. To schedule an appointment, please call 581-5929.

Tech Support: If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the “My Home” page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on “My Home Page.” If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NETID/password, or Panthermail contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.